DOCUMENT RESUME

ED 440 083 SP 039 126

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TITLE	Perspectives in Critical Thinking: Essays by Teachers in Theory and Practice. Counterpoints: Studies in the Postmodern Theory of Education, Vol. 110.
ISBN	ISBN-0-8204-4429-4
ISSN	ISSN-1058-1634
PUB DATE	2000-00-00
NOTE	221p.
AVAILABLE FROM	Peter Lang Publishing, 275 Seventh Ave., New York, NY 10001. Tel: 212-647-7706; Tel: 800-770-5264 (Toll Free); Fax: 212-647-7707; Web site: http://www.peterlang.com.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Art Education; Citizen Participation; Cognitive Development; *Critical Thinking; Elementary Secondary Education; Journal Writing; Mathematics Education; Science Education; Service Learning; Story Telling; Student Attitudes; *Thinking Skills
IDENTIFIERS	Critical Pedagogy; Reflective Thinking

ABSTRACT

This publication presents essays that offer exemplary teaching practices and theoretical discussions concerning critical thinking. Covering a wide range of topics, the essays include a varied selection of readings that contemplate how teaching can become a powerful experience for both educators and students. The essays focus on classroom learning within a critical theoretical context and offer immediate strategies, techniques, and examples designed for educators interested in transforming learning into a profound experience. The essays are: "Introduction" (Danny Weil and Holly Kathleen Anderson); "Learning To Reason Dialectically: Teaching Primary Students To Reason within Different Points of View" (Danny Weil); "Making Critical Thinking Critical" (Joe L. Kincheloe); "Eight Critical Points for Mathematics" (Peter M. Applebaum); "Storytelling in the Classroom: Crossing Vexed Chasms" (Greg Sarris); "The Role of Service-Learning in Critical Thinking" (Nancy P. Kraft); "Inviting Youth into Civic Action" (Jenice L. View); "Becoming a Critical Teacher" (Raymond A. Horn, Jr.); "Using a Journal To Develop Reflective and Critical Thinking Skills in Classroom Settings" (Valerie J. Janesick); "Just Doing It: Towards a Critical Thinking of Visual Culture" (Kevin Tavin); and "Critical Thinking in Science--How Do We Recognize It? Do We Foster It?" (David B. Pushkin). (SM)

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